

YOUR Answer...



Annual Report
07.08

www.parklandcollege.sk.ca
Toll Free: 1.866.783.6766

The College of choice celebrating quality learning and service.

To create an innovative continuum of learning stimulating individual, community, and economic growth.

Respect: To model and promote respect within the College and with its partners.

Compassion: To foster an environment where empathy is integral and expressed.

Quality of Education: To provide programs and services that will be of the highest quality involving program development, implementation and evaluation.

Financial Accountability: To be accountable for and ensure all resources are concentrated toward outcomes.

Fairness: To provide programs and services that support the labour market and community needs of the region.

Life-long Learning: To provide and encourage opportunities for individual growth and development.

Integrity: To practice integrity in the learning environment and to adhere to high ethical standards.

Leadership: To provide sound leadership and direction in the delivery of adult education and training programs and services in East-Central Saskatchewan.

Partnerships: To facilitate the development of strategic partnerships with individuals, agencies, communities and organizations to help achieve quality learning.

Table of Contents & Letter of Transmittal

Board Report.....	1
Chief Executive Officer's Report	3
Strategic Plan.....	4
Programs and Services.....	8
Human Resources.....	33
Financial Statements.....	36
Glossary of Terms	

The Parkland College Board of Governors held a special meeting in August, 2007 to set their goals and plans for the year. These goals guided the Board's agenda and operations.

1. Monitor the new College Strategic Plan (2007-2012).

Outcome: Approval of Trimester Reviews/Business Plan.

2. Remain fully informed about developments in the implementation of the Advanced Education, Employment and Labour Strategic Plan and about the government policies and Ministerial or Cabinet directions that have implications for the decision, the plans and style of operations of the Board of Governors at Parkland College

Outcome: Link College strategic plan with Advanced Education Employment and Labour; Sector Plan; Attended Board Development Workshop - April, 2007.

3. Develop items of support and assistance for Board direction.

Outcome: Board calendar, monthly agendas, Board Orientation Handbook, Board Recruitment Strategy, Board Technology Plan, and Board Professional Development Plan.

4. Remain informed on provincial developments related to collective bargaining and class plan development.

Outcome: Board agenda item discussion on implications for the Parkland College and approvals when required.

5. Review and revise current policies in the Parkland College Policy Manual.

Outcome: Comprehensive review and revisions of all Board policies.

6. Work closely with other Regional Colleges through Association of Saskatchewan Regional Colleges (ASRC).

Outcome: Board Chair - President of ASRC; ASRC as Board agenda item.

7. College Campuses in Yorkton, Fort Qu'Appelle, Melville, Esterhazy and Canora.

Outcome: Board remains informed and approves upgrades when required; Renewal and approval of leases at Yorkton, Melville, and Fort Qu'Appelle.

8. Be informed on technological advances.

Outcome: Board agendas accessed through Moodle Course Management System; Month-end reports in Board agenda.

9. Advocate on behalf of Parkland College.

Outcome: Communications from Chair on meetings with Minister of Advanced Education, Employment and Labour, ASRC meetings, professional development activities (ACCC conference and others); Board members attended Premier's Dinner in Yorkton on September 18, 2007; Board Advocacy Plan Strategic Plan developed for 2008-2011; Meetings held with Saskatchewan Party delegates and elected MLA's, local municipal leaders and Good Spirit School Division Board.

10. Support and work towards rural revitalization.

Outcome: Needs Assessment approval.

11. Board luncheons/meetings with stakeholders to support advocacy campaign with a regional focus. Focus on discussion question: "How to work together to meet needs of communities?"

Outcome: Luncheon with Yorkton Tribal Council Executive Director; Dinner with Good Spirit School Division.

12. Financial support for College staff and students.

Outcome: Staff Recognition Event; Board of Governors Student Scholarship; Presentations for illness or bereavement; Christmas social; Board/Staff workshop; Graduation; Professional Development.

13. Financial accountability.

Outcome: Approve audit; Financial workshop as monthly agenda item.

14. Fundraising.

Outcome: Supported annual Dollars for Scholars golf tournament.

The Parkland College Board of Directors carried on many of their regular duties through out the year as well. These included approval of the monthly financial statements, approval of the Trimester reports presented by management, review of the Regional College Act and Regulations, Board self-evaluation, President evaluation, approval of the Audited Financial Statements, Business Plan, Needs Assessment and Annual Report, facility leases and approval of high cost technology purchases.

The Audit Finance Sub-Committee is responsible for working closely with management throughout the yearly audit process to recommend to the full Board approval of the annual Audited Financial Statements.

Members of the Board attended the Association of Saskatchewan Regional Colleges (ASRC) Conference, Association of Canadian Community Colleges (ACCC) Conference, ACCC Learners conference in Victoria, Literacy Recognition Event, and College Graduation. A Board member participated in the provincial Board Development committee.

Parkland College Board of Governors is proud of the work the College has accomplished over the year to bring education and training close to home for the adults in East-Central Saskatchewan.

Board Members

Eunice R. Bear - Fort Qu'Appelle
Darlene Cooper - Foam Lake
James Jeske - Yorkton
Doug McRae - Yorkton
John Oussoren - Crystal Lake
Oliver Pask - Esterhazy
Doris Stelmackowich - Melville

Board Meetings '07 - '08

9 Regular Meetings
1 Constitutional Meeting
1 Conference Call Meeting
1 Retreat Meeting

Executive Committee

James Jeske
Oliver Pask

Association of Saskatchewan Regional Colleges

James Jeske

Finance/Audit Committee

Eunice Bear
Doug McRae

Advocacy Committee

Darlene Cooper
Doug McRae
Oliver Pask



It is with pleasure we provide you with this report on our activities and achievements for the program year 2007-08.

During this program year the College continued to fulfill a central role in the development of a skilled workforce for our region's labour market. There were many developments and achievements by Parkland College for the 2007-08 year.

Technology Enhanced Learning continues to evolve throughout the work of the College and is documented by the provincial College TEL Strategic Plan. Many programs are utilizing technology for instruction. Information Processing 30, Law 30, Psychology 30, Social Studies 30 and computer software training were successfully delivered by distance between the College campuses. We received funding from the Ministry to develop English B30 and Math B30 onto Moodle for use by all Regional Colleges.

The College continued its five year project partnership with College of the Rockies (COTR), B.C. and Kimathi University Institute of Technology in Kenya, which was funded by CIDA. We hosted the Principal from Kimathi and the President from College of the Rockies at our annual Board/Staff Workshop and toured the region with them. The College signed an agreement with College of the Rockies to initiate staff exchanges between the two colleges. Two staff from Parkland College visited College of the Rockies this year to learn and exchange ideas in marketing, contract training, technology, and international development work. We also hosted and toured a delegate of native Guarani from Iguasu, Argentina, who is involved in an international project with Niagara College.

English language training was in great demand this year with a number of immigrants settling in the region through connections to business. Language training for new Canadians (LINC) program and English as a Second Language (ESL) training more than doubled over the year.

There is a larger aboriginal population in the College region and we are committed to supporting the aboriginal client and learner through education and training. Initiatives that the College undertook this year were: providing Elder services in Yorkton, Kamsack, and Fort Qu'Appelle; delivering a number of programs in partnership with First Nations Bands and Saskatchewan Indian Institute of Technology (SIIT) including Office Management, Early Childhood Education, and Level 1 Plumbing;

continuing to focus on our contract with the Aboriginal Employment Development Program; graduating 15 students from an Adult Basic Education 10 program in Kamsack; delivering a wide array of professional and counselling workshops and safety and computer training to First Nations Bands. The aboriginal enrollments in the technical programs delivered by the College continued to increase in numbers with the first Aboriginal student graduating from the Business Year II Diploma program.

The College has delivered many successful programs this year. The Industrial Mechanical Apprenticeship program, Year I and Year III, Masters of Adult Education program, SIIT Office Management certificate, Canadian Agriculture Skills Services program, Workplace Essential Skills contracts and a continuous intake model for a Bridging program were innovative in the program and training area. Developing a new College brand, which included a logo, tag line, colours, signage, and name-change was a major yet exciting initiative.

Development work by the College throughout the year resulted in a successful contract with fire etc. of Lakeland College to deliver the first Firefighter Training Program in Saskatchewan in Melville in August, 2008. Partnerships with the City of Melville, City of Yorkton and the Saskatchewan Fire Commissioner's Office contributed to this success.

Parkland College has worked with many partners this year. The annual Needs Assessment document again included a number of regional partners. The document tracked accomplishments of joint objectives and set future goals for the region. A survey of the needs of the financial sector including accounting firms, banks, and insurance brokers were completed and included in the needs assessment. An "Employer Appreciation" program has increased the awareness of the number of business/college partnerships that have supported the success of students.

The management and staff worked closely with community groups, committees, and organizations to assist in community and economic development. Some of these are the Chambers of Commerce, Regional Economic Development Authority, Yorkton Business Improvement Committee and many other national, provincial and regional committees. As a result of these partnerships, federal and provincial funding, and increased awareness of the College mandate in the region, the College saw a 11.6 FTE increase in their staffing complement.

We wish to thank the many individuals, organizations and businesses we have worked with over the 2007-08 year. As a result of their support, student scholarship donations totaled \$65,400, an increase of \$26,000 from last year. We look forward to the Parkland region's continued support as we jointly address the training, education and labour market needs of the region.

College of Change Year of Change

1. Celebrate student success

- Graduation scheduled for June 13, 2008 - 313 graduates
- Scholarship presentation ceremony held March, 2008 - \$37,500.00 awarded
- Student profiles on website
- Literacy Recognition Event - May 1, 2008

1.2 Focus on student recruitment

- Sector breakfast meeting held with financial sector
- Full-time recruitment officer - high school visits and career fairs
- New website developed
- Entrance scholarships designated - 24 totaling \$28,000.00

1.3 Focus on student retention

- Learning Centre, one-on-one tutorials
- Elders - Yorkton, Fort Qu'Appelle, Kamsack and On-Reserve pre-10 program
- Student support services

1.4 Expand learning and service options

- Transitions Program on reserve
- Workplace Essential Skills - national recognition
- Transitions funding combined with learning centre
- Adult 12 on-line delivery courses expanded through Moodle - \$66,000 received from Ministry for future development of Math B30 and English B30
- ESL training expanded
- Older Workers Program
- Up-to-date computer labs

1.5 Enhance student supports

- Revised student handbooks
- Link to employment through the role of the Work Experience Coordinator
- Positive audit by Student Loans, Advanced Education Employment and Labour (AEE&L)
- Learning labs at all campuses

2.1 Enhance Communications

- UpClose & Personnel on website
- Programmers' meeting updates every second month
- Managers' meetings once per month
- Moved to Google email system
- President's Blog on website

2.2 Commitment to representative workplace

- Equity Employment Plan recruitment strategy
- Aboriginal Employment Development Program agreement

2.3 Healthy, safe and supportive environment

- Winter kits available in personal vehicles for College business
- Security and safety procedures in place for campuses
- O.H. & S. committee meetings regularly
- Code of Ethics
- Staff parking
- Computer purchase policy
- Employee Assistance Program available
- Water coolers and coffee provided for staff
- Personal development and In-service opportunities available
- Sponsored Christmas dinner and social

2.4 Celebrate Staff

- Staff Recognition Event held October 22, 2007
- President attended fall team meetings to extend greetings and appreciation
- College Counsellor, Carol Bobowski was presented with SABEA Award of Excellence.
- Staff Retirement Event held June 7, 2008

2.5 Encourage and Support Professional Development and In-service

- Number of staff Professional Development and In-service tracked in Human Resources report
- 1.5% of salary used for professional development
- Staff/student international opportunities in Kenya
- Staff exchanges with College of the Rockies in 2007-08 in the areas of contract training and marketing

3.1 Implement an international development plan

- Meeting with the University of Regina (U of R) to discuss joint agreement for international student recruitment
- 2008-09 strategic plan meeting - COTR/CRC assisted
- College Social Work student did Practicum at Kimathi Institute of Technology in Kenya
- Report upon request to AEE&L - October, 2007
- Board/Staff Workshop centred on International Development.
- Attendance at an International Development Conference - COTR, Cranbrook, B.C.
- Attended workshop: "Wearing Chinese Glasses". Regina, March 18, 2008
- President met with University of Saskatchewan (U of S) on joint recruitment in China
- Input into third and fourth year workplan for international project in Kenya
- Parkland staff mentoring with Kimathi staff continues

3.2 Develop learning services and tools for newcomers to Canada

- Attended workshop on Immigration information REDA sponsored
- Member of Settlement Committees - Esterhazy, Yorkton, Canora
- Extended and expanded ESL tutoring and classes in Yorkton and Esterhazy and Canora
- Attended ESL conferences in Moose Jaw and Regina

3.3 Expand our Aboriginal Strategy

- Partnership with SIIT to offer Office Management in Fort Qu'Appelle - 12 completed and employed
- Partnership with Aboriginal Apprenticeship for Apprenticeship Level I Plumbing Keeseekoose - 6 of 9 successful
- Program seat purchased YTC, File Hills
- Transitions Pre-10 held at Key, Keeseekoose, and Cote Reserves.
- Kamsack programming included ECE, ABE 10, Learning Lab - 15 completed Adult 10
- Business Diploma - First Aboriginal graduate
- Kamsack Adult 10 cost - shared with YTC Labor Force Development

3.4 Strategically encourage program development

- Workplace Essential Skills ongoing development with employers Mosaic, Sask Abilities
- Fire School training continuing to be explored
- Older Workers program being delivered
- TEL services expansion to needs of businesses in region
- Career & Student Support Services expansion to needs in the region
- University exploring Master of Education and Degree Nursing, U.S - Master of Education begins September, 2008 with 24 students
- Rural Apprenticeship Industrial Mechanics completed Level 3
- Power Mobile Equipment program developed in response to legislative changes
- Western Trade Training Institute business exploration
- Adult Basic Education 12 online

4.1 Embed the Vision

- New logo, tag line and promotional materials developed - in place July 1, 2008
- Sharing Vision and Mission within the College - Team Workplans
- Exterior and interior signage plan developed for all locations across the region - in place July, 2008

4.2 Build technology services

- Launch of new website - July, 2007
- Plan for a Co-op student in winter, 2008 - Technology student from U of R achieved and recruited into new Technology Manager position
- Research and develop TEL services to business in region
- Encouragement and training on Moodle course management system is continuous
- Some exploration of video conferencing using Adobe connect
- Community Net in place in Melville and Yorkton

4.3 Develop and improve infrastructure and administration

- Payroll backup by accounting clerk
- Addition of support staff in Melville for increased HR workload
- Revised technology plan approved
- Asset acquisition (level of sponsorships) being developed
- Full time Director of Human Resources recruited

4.4 Ensure effective leadership, management, and accountability

- Annual Report 2006-07 prepared with KPI's for Board approval
- Collective agreement workshops with managers
- Joint union/management meeting held November 7, 2007 and June 23, 2008
- Program reports to Department October, 2007
- Operational forecast for 2008-09 year prepared and forwarded to Department
- 3rd Trimester Board report - September, 2007
- 1st Trimester Board report - December, 2007
- 2nd Trimester Board report - April, 2008
- Restructure of Technical/Trades training teams into sectors

5.1 Support regional economic activity

- The College appointed a director on Yorkton Business Improvement District (BID)
- Second intake on Industrial Mechanics Apprenticeship to begin
- Remain informed on immigration strategy for region
- Begin process for 2008-09 Regional Needs Assessment involving a survey with financial and accounting firms
- College appointed a staff member to Good Spirit REDA Board
- Director of Programs onto Board of Yorkton Career Centre
- President appointed Director, Saskatchewan Chamber of Commerce

5.2 Strategically align partnerships

- Proposals and partnerships developed with Lakeland College, Canola Crushing Plants, City of Melville and City of Yorkton
- Extended partnership with Apprenticeship Commission is being explored

5.3 Service and support businesses training needs in region

- Leadership training seminars offered from U of R
- TEL services with business being explored





Career & Student Support Services provides career and educational information and counselling services to persons in the Parkland region as well as to learners within Parkland College.

- Providing all career and student counselling services in the College, including the Learning Specialist and Career Development/Bridging related projects.
- Providing career and employability services in Melville, Esterhazy, and Kamsack.
- Customizing tutoring services through the Learning Centre.
- Specializing in testing and assessment services.
- Specializing in counselling and workshop facilitation specific to business and industry needs.
- Assisting clients in identifying career goals related to training needs and recognition of prior learning.
- Providing customized services to Saskatchewan Workers' Compensation Board clients.
- Providing individual learning plan development to individuals referred through the Canadian Agricultural Skills Service Program.



Major Initiatives

Essential Skills for Employment

Piloted an Essential Skills for Employment Bridging project. Focusing on individualized programming with continuous intake, this program was very successful in connecting participants to employment.

Essential Skills

Provided Essential Skills testing and intervention to businesses throughout the region. Also participated in a national project through ACCC in partnership with Chambers of Commerce on Essential Skills Interventions with small and medium businesses.

Transitions Program

Provided a Transitions program for people assessed with Learning Disabilities. A transitions facilitator worked with identified individuals helping them to become informed about their Learning Disability and to develop strategies to increase their learning success and employability. Funding was provided through Employment Assistance for People with Disabilities.

Increased use of Learning Centre

The Learning Centre continues to grow and expand. Customized individual and group tutorial services are utilized region wide. Tutorials can be academic, skills related, personal interest or other varieties.

Canadian Agricultural Skills Service - CASS

Provided ILP (Individualized Learning Plan) development to farmers and their spouses. Referred through Saskatchewan Agriculture, the Canadian Agricultural Skills Service provides farm families funding for education and training leading to increased farm income or supplementary off farm income.

Wealth of Experience

Completed a federal / provincial initiative intended for older workers looking to increase their employment opportunities. Targeted and individualized programming led to success for all participants.



Adult Basic Education programs are designed to be responsive to the education, training and employment needs of our region's learners by delivering a range of programs and services including:

- Literacy Services and Learning Labs;
- English as a Second Language;
- Transition Studies, Adult 10, Adult 12;
- GED preparation and testing services;
- Specific strategies to link or bridge basic education with a transition to employment;
- Technology Enhanced Learning.



Major Initiatives

Continued to participate in the Adult Basic Education Redesign advisory committee.

Access to Elders at the Yorkton and Fort Qu'Appelle Campuses has been very beneficial for the students.

Information Processing 30, Law 30, Psychology 30 and Social Studies 30 offered online using Moodle content management system.

Increased GED preparation and testing services within ABE programs and externally to rural communities.

Expanded Literacy Learning Labs to include Fort Qu'Appelle and Kamsack.

Participated in SaskSmart Literacy project through Saskatchewan Literacy Commission to enhance literacy services in the Kamsack area.

Rural ESL services began in Canora and Esterhazy. As well, the Yorkton LINC program was expanded through Saskatchewan Immigration funding.

Delivered Kamsack Adult 10 through partnership with Yorkton Tribal Council Labour Force Development.

Expanded ABE delivery to include on-reserve programs at Key, Keeseekoose and Cote First Nations.





Skills Training: Institute Credit

SIAST and Institute Programs deliver a broad range of training programs that provide individuals with the skills required to become employed or to upgrade their technical skills. The needs of local employers and industry are a major consideration in the range of training programs offered. Both full and part-time programs are available.

The target population is adults who require skills training in order to meet their employment goals. Within the targets Parkland recognizes that it is necessary to include specific equity groups that have been under-represented in the labour force: Aboriginal persons, youth, women in non-traditional roles, persons with disabilities, and visible minorities.

Major Initiatives

All targets were met for 2007-08 SIAST and Institute programming.

The Practical Nursing (PN) Program continues to be in high demand with the seven additional seats, so these additional seats will continue for the new school year. The SIAST PN Program has been approved to be recognized as a diploma program for the coming year.

For a third year, Office Management Certificate program from Saskatchewan Indian Institute of Technology (SIIT) was offered to Fort Qu'Appelle students. This program will be expanded for the coming school year to include the full Management Studies I Certificate Level.

A second pre-trades plumbing program was offered at Keesekoose First Nations through the Aboriginal Apprenticeship Commission. This program involved SIIT, SIAST, Aboriginal Apprenticeship, and Parkland College with eleven students participating from Key, Keesekoose and Cote First Nations. Yorkton Tribal Council was involved with living allowance support.

Two pre-trades welding programs were offered in Melville and Yorkton with a high number of graduates finding work in this field. A pre-trades carpentry program was offered in Yorkton with all of the students continuing with employment in that trade.

Three heavy equipment operator programs were offered in Yorkton. The City of Yorkton hosted the program by providing a work site, several pieces of equipment and all fuel requirements. Redhead Equipment (Regina) also participated as a sponsor.

The Apprenticeship Industrial Mechanics pilot held in Esterhazy continues to be offered with third year being offered. Plans to continue to year four and intake of level one have been reaffirmed.

The Computer Networking Technician Program attracted seven of the nine students from outside the region. We were pleased to share the student applicants pool with support from SIAST Wascana Campus.

We continue to provide training to on-reserve daycare staff from File Hills Qu'Appelle Tribal Council as they work towards their Early Childhood Education Certificates and Diplomas. This relationship continues to grow. Increased contact with Aboriginal agencies has improved exposure with this target audience.

Our Post-secondary Recruiter has continued to strengthen connections with graduates in high schools in the region through increased school visitations. A career fair was hosted in partnership with Canadian Armed Forces and other agencies.

Parkland College continues to encourage work placements as a transition to employment and includes enhancements to training programs to help fill the gaps in brokered curriculum, which has resulted in favourable comments from both students and employers.

Part-time programming continues to increase each year allowing students to maintain regular employment as well as receive their training in the region. Part-time programs were offered in the Continuing Care Assistant, Early Childhood Education, Business Administration, Business Accountancy and Office Education areas.

More students who have self-identified special needs are requiring extra accommodations and support from the learning specialist and learning centre. This is an area that will require additional support in the future.





Skills Training Industry Programs are designed to be responsive to the educational and training needs of adults, community agencies, and employers within our region by delivering courses targeted to:

Industry credit and non-credit training;

Industry recognized computer courses;

Non-credit transition to trades programming;

Community non-credit;

Personal/leisure non-credit.

JobStart/Future Skills Workbased Training for the unemployed provides financial assistance to employers to deliver recognized on-the-job training for unemployed Saskatchewan residents that leads to permanent employment. The funding available is based on the employer's new position and training plan as developed by the employer.

Apprenticeship - Assistance with transition into Apprenticeship continues to be provided through the individualized Trade Employment Connections (TEC) program, and work experience components of trade and industrial programs.

In addition, the Rural Apprenticeship level training for Industrial mechanics trade continues to be refined and successfully delivered in Sterhazy. A second refined round with a new cohort was started in the spring of 2008.

Major Initiatives

The team of training consultants continued to expand the development and delivery of training opportunities for businesses and organizations within the region. Their presence continues to assist in increasing enrollment in Career and Student Support Services and SIAST and Institute Programs areas.

Occupational Health and Safety (O.H. & S.) training has played a major role in the delivery of Industry Programs. Expansion into Certificate of Recognition (COR) training, Early Safety Training for youth, and delivery outside of the region are being explored to keep this area strong.

There continues to be a demand from businesses and organizations for customized and on-site training in the area of computer-based training using the mobile laptop lab.

The First Nations individuals, bands, and tribal councils continue to require a full array of training which has contributed to a significant portion of the overall training delivered by the Industry Programs team.



The training consultants' efforts to increase visibility throughout the region has lead to a significant increase in the number of employer inquiries for the JobStart/Future Skills program.

The trend during the past year was towards more projects involving small groups of employees. The growth in the Yorkton area and the arrival of the canola crushing plants to our region will lead to larger scale projects surfacing in the fall of 2008.

Parkland College is part of a Workplace Essential Skills Task Team that has been put into place to determine training needs for the JobStart/Future Skills coordinators in the province. Employers are finding that by using Workplace Essential Skills training up-front in the workplace they are seeing better results from the formal training.

Drive it.
The new Volvo XC90.



University Programs greatest strengths include:

The program arrangement with the University of Saskatchewan, University of Regina, and the First Nations University of Canada;

The unique geographic location of the College at such a distance from the university campuses;

A strong advisory component;

Access to tutor workshops and learning assessments and accommodations. Specific student tutor support is available in the areas of Writing, Biology, Chemistry and Mathematics through the Learning Centre.



Major Initiatives

The post-secondary recruiter included scholarships in her responsibilities resulting in \$37,400 in internal scholarships and \$28,000 in entrance scholarships.

Building access to classes and counselling via distance (part of TEL initiative).

Having special student celebrations for the year such as Halloween, Valentine's Day, and Christmas to create a more personable environment.

Encouraged more students to take classes online.

Planned the Social Work course offering for the next two years so that students will be able to progress through the program and start the program in a logical sequence.

Continue with the Master of Adult Education program.

Began using Moodle course management system for three courses: Composition, Biology, and English.

Advocated for a Master of Social Work program from University of Regina and a Master of Education Administration from the University of Saskatchewan.

Modified the university program to include Ukrainian language 100 from the University of Regina. Students will take this class for special interest, if they require six credits of a language, or they require electives. Employers may take this class for professional development.

The post-secondary recruiter organized a career fair, "Connections '08," by partnering with Canadian Armed Forces for venue, advertising, and promotion. This open house was a tremendous success with approximately 400 people attending.

Worked with several international students from France, Kenya, Nigeria and the United States. Only the students from the United States received student-visas.

Met with the Dean of Nursing from the University of Saskatchewan about the possibility to run a degree nursing program off-campus.

Technology Enhanced Learning

Parkland College uses technology to expand the accessibility of programs and services. The College has maintained current computer systems and sees a need to expand the use of technology into more and more programs delivered. There is a resource issue of maintaining and upgrading the hardware and software as well as expanding the technology. Support to the learners is an immediate concern as well as expectations and demands by the learners are growing due to the expanding array of on-line courses. Currently, colleges do not receive sufficient funds to meet the needs of these distance learners.

Parkland College has supported TEL initiatives since 1999. These initiatives include staff training, advising and support to clients, and the public awareness of TEL through marketing. The College is also providing access to TEL equipment and facilities. TEL funding has been included in the operating grant and is included as a reporting item in the 2007-08 Business Plan document.

Human Resources

There is a full-Time Information Services Technician. Duties include providing support, upgrades, recommending equipment purchases, troubleshooting, repairs and maintenance.

The half-time (.5) time Manager may be tasked to assist with the above duties. Duties include providing direction and vision of technology for the College, leading the technology team, providing a five year technology capital expenditure plan, coordinating the University programs, as well as increasing demand for university training in the Yorkton and Parkland College area. Duties also include setting up and coordinating (in conjunction with Teams and Team Managers) Technology Enhanced Learning opportunities.

A full-time temporary Information Services Technician (University CO-OP student for 14 weeks) was tasked to do repairs as well as installations, cabling, and desktop support.

A part-time e-Learning Coordinator who works with Parkland instructors to design classes for TEL delivery, develop other classes for TEL delivery, and market TEL offerings to the public.

There are seven SCN attendants at Parkland College locations across the region. The locations include Canora, Esterhazy, Fort Qu'Appelle, Kelvington, Melville, Preeceville, and Yorkton.

Key Issues

- Recruit a full-time E-learning coordinator;
- Maintain Navision, 3 Data, and the e-mail servers;
- Maintain Moodle/CASS server;
- Regional Colleges need to have a province-wide TEL committee to be a sub-committee of the SAOs.

Major Initiatives

Created a new Moodle server and currently have over 30 courses running on This server has become one of our critical application servers.

Installed new Kyocera copiers in each campus location. 485 scholarship books were printed using these copiers at a cost of about \$200, which compares to the cost of professional printing valued at about \$1,800 with no noticeable decrease in quality.

Acquired Adobe Connect meeting/video-conferencing service from the U of M. This product uses Adobe servers to provide up to 50 participants in a meeting classroom.

A greater focus on computerized testing. Began the Test of English as a Foreign Language (TOEFL) testing in the Fall of 2007, and discovered that Parkland was one of only three sites in Saskatchewan to write this test. Parkland also began offering Dantes Subject Standardized Tests in the Winter of 2008. Originally developed for the United States military, these tests are recognized by 160 colleges and universities world-wide. Parkland College is the fourth location in Canada. Although the testing software is problematic, the impact of providing this niche service to students is great. Students have come from Regina, Saskatchewan, Calgary and Nunavut to write their exams at Parkland.

Parkland changed e-mail services from Microsoft Exchange Server to the Google Mail Service (Gmail education) to improve security and provide additional flexibility and storage for users. Several workshops were held by the information services technician in addition to being responsible for migrating existing e-mail to the new service.

Yorkton and Melville are now connected to Community Net. This objective has been five years in the making and has finally been met. The next objective will be to connect all sites using Community Net and consolidating servers.

Parkland acquired \$66,000 in government funding to develop two Basic Education classes: English B 30 and Biology 30.

Created an online application system for use by Parkland College programs. The system accommodates Adult Basic Education, SIAST, credit and non-credit programs for both Canadian and international students.

TEL Service Area	Basic Service	Description	Performance Measure
Access and Operations	<ul style="list-style-type: none"> • TEL centre locations (minimum level, maintain current level of computer/internet access services and sites for televised delivery locations at College locations). 	<p>Five Full Service Locations:</p> <ul style="list-style-type: none"> • Canora, Esterhazy, Fort Qu'Appelle, Melville, Yorkton <p>Two SCN Only Locations:</p> <ul style="list-style-type: none"> • Kelvington, Preeceville 	<p>At least 12 student computers in each full service location with internet and SCN services.</p>
	<ul style="list-style-type: none"> • TEL centre operations and maintenance, including scheduling, extended hour access, equipment and facilities provision and maintenance. 	<p>Hours from 8:30 am to 10:00 pm depending on SCN class timings.</p> <ul style="list-style-type: none"> • Two locations open all summer long from 8:00 am to 5:00 pm. • Exam Invigilation Services year round. 	<p>Daytime Attendants SCN and TEL: 1.2FTEs. Evening Attendants SCN and TEL: 2.3 FTEs.</p>
	<ul style="list-style-type: none"> • Advertise and market TEL programs and services. 	<ul style="list-style-type: none"> • Individual program area marketing plans. • Student Handbook. 	<p>Over 40 orientation sessions for programs 1500 Handbooks created</p>
Facilitation and Tutoring	<ul style="list-style-type: none"> • Provide technical support to students, including orientation to operating computers and other equipment at College locations. 	<ul style="list-style-type: none"> • Full-time technician in Yorkton • Travels to rural locations • Workshops for computer classes included in programs • Professional Development for Staff • E-Learning Coordinator to conduct Research and Development. 	<p>0.5 FTE Technician for College 0.5 FTE Technician for TEL/SCN</p> <p>Value Added Workshops for programs</p>
	<ul style="list-style-type: none"> • Deliver on-site general student orientation, tutoring, study skills development and support. 	<ul style="list-style-type: none"> • Tutoring services • Formal orientations as mentioned above • Other services outlined in Student Handbook 	<p>2400 hours of tutoring and learning centre access, study skills workshops</p>

Technology Enhanced Learning

TEL Service Area	Basic Service	Description	Performance Measure
	<ul style="list-style-type: none"> • Provide access to study spaces and meeting rooms for mentoring, peer support, discussion groups. Provide access to exam invigilation. 	<ul style="list-style-type: none"> • Study space in five locations • Meeting space in five locations • Exam invigilation in all locations 	<p>Study space and meeting space included in Access and Operations</p> <p>Over 360 exams invigilated each year</p> <p>50 Prometric Exams online</p>
Counselling and Coordination	Provide students/public with career and academic advice and planning support.	<ul style="list-style-type: none"> • Materials and Supplies • Academic Advisor for Post Secondary • Career Counsellors for Public Access 	Materials and Supplies 0.5 FTE Academic Advisor for Post Secondary 1 FTE Career Counsellors for Public Access
	<ul style="list-style-type: none"> • Assist students with course/program selection, registration and support services coordination. 	<ul style="list-style-type: none"> • As above 	
	<ul style="list-style-type: none"> • Coordinate delivery of counselling and student support services online (synchronous/asynchronous). 	<ul style="list-style-type: none"> • Coordinator for Post Secondary and for Student and Support Services 	0.35 FTE Coordinator for Post Secondary: .5 FTE Coordinator for Student Services
Management and Collaboration	<ul style="list-style-type: none"> • Coordinate TEL services with post-secondary partners 	<ul style="list-style-type: none"> • Involve Parkland staff with post-secondary partners • Work closely with U of R U of S 	Various provincial committees.
	<ul style="list-style-type: none"> • Work with partners in the community to extend TEL services and respond to education and training needs. 	<ul style="list-style-type: none"> • Presentations to businesses and community based organizations (CBOs) • Contacts with business 	Presentations, contacts and training plans
	<ul style="list-style-type: none"> • Contribute to system-wide collaboration. 	<ul style="list-style-type: none"> • Involve Parkland with province-wide initiatives 	Various provincial committees
	<ul style="list-style-type: none"> • Develop, monitor, and update College annual TEL plan and prepare annual TEL report. 	<ul style="list-style-type: none"> • Develop, monitor, and update College annual TEL Business plan submission and prepare annual TEL submission report. 	

KEY PERFORMANCE INDICATOR #1

Number of Student Enrolments - expressed in terms of full load equivalents (FLE) for all credit and non-credit programs

	Baseline (FLE's)	2007-08 Target (FLE's)	2007-08 Results (FLE's)
a) Skills Training - Institute Credit (includes Other Supplier & ATC)	144	184.4	260.4
b) Skills Training - Industry Credit	96	106.4	94.0
c) Skills Training - Non-Credit	51	48.4	77.9
d) Basic Education - Credit	148	166.7	154.5
e) Basic Education - Non-Credit	120	128.7	102.9
f) University - Credit	82	76.0	59.1

KEY PERFORMANCE INDICATOR #2

Participation, Employment, and Continued to Take Further Training Rates for Aboriginal Students
(in %'s, Credit Programs Only)

	Baseline (%'s)	2007-08 Target (%'s)	2007-08 Results (%'s)
--	-------------------	----------------------------	-----------------------------

2A. Aboriginal Participation (Enrolment) Rate (Full time/Part time)

a) Skills Training - Institute Credit	25	26	22
b) Skills Training - Industry Credit	22	22	19
c) Adult Basic Education - Credit	65	65	54
d) University - Credit	15	18	25

2B. Graduation Rates of Aboriginal Persons (Full time/Part time)

a) Skills Training - Institute Credit ****			
i) As % of Graduates	14	20	25
ii) As % of Aboriginal Enrolments	13	20	40
b) Skills Training - Industry Credit			
i) As % of Graduates	20	20	19
ii) As % of Aboriginal Enrolments	90	90	97
c) Basic Education - Credit			
i) As % of Graduates	64	60	51
ii) As % of Aboriginal Enrolments	17	17	21

2C. Aboriginal Employment Rate

a) Skills Training - Institute Credit (Full Time)	63	70	93
b) Skills Training - Industry Credit (Full Time) - no full time students	n/a	n/a	n/a
c) Adult Basic Education - Credit (Full Time)	67	67	57

2D. Aboriginal Continued to Further Training

a) Skills Training - Institute Credit (Full Time)	47	50	75
b) Skills Training - Industry Credit (Full Time) - no full time students	n/a	n/a	n/a
c) Adult Basic Education - Credit (Full Time)	92	80	75

KEY PERFORMANCE INDICATOR #3

Number of Graduates/Completers for all Credit Programs (In #'s of students)		'Does not include "Casual" students		
		Baseline (# of students)	2007-08 Target (# of students)	2007-08 Results (# of students)

3A. Number of Graduates

a) Skills Training - Institute Credit (Full Time/Part Time)	96	100	173
b) Skills Training - Industry Credit (Full Time/Part Time)	259	300	182
c) Adult Basic Education - Credit (Full Time/Part Time)	51	51	79

3B. Number of Completers

a) Skills Training - Institute Credit (Full Time/Part Time)	244	244	260
b) Skills Training - Industry Credit (Full Time/Part Time)	77	77	1
c) Adult Basic Education - Credit (Full Time/Part Time)	129	130	133

Note: In 2007-08 Skills Training Industry Credit had 694 Casual student Graduates which are not included above.

KEY PERFORMANCE INDICATOR #4

Participation, Employment, and Continued to Take Further Training Rates for All Students (in %'s, for Credit Programs Only)		Baseline (%')s)	2007-08 Target (%')s)	2007-08 Results (%')s)
--	--	--------------------	-----------------------------	------------------------------

4A. Participation (Enrollment) Rate - Full time/Part time

a) Skills Training - Institute Credit	40	36	42
b) Skills Training - Industry Credit	9	13	16
c) Adult Basic Education - Credit	33	32	30
d) University - Credit	18	19	12

4B. Graduation Rates of Students - Full time/Part time

a) Skills Training - Institute Credit ****			
i) As % of Enrolments	23	26	36
ii) Skills Training - Industry Credit			
i) As % of Enrolments	82	90	99
iii) Basic Education - Credit			
i) As % of Enrolments	17	17	22

4C. Employment Rate

a) Skills Training - Institute Credit (Full Time)	75	80	85
b) Skills Training - Industry Credit (Full Time) - no full time students	n/a	n/a	n/a
c) Adult Basic Education - Credit (Full Time)	71	70	73

4D. Continued to Further Training Rates

a) Skills Training - Institute Credit (Full Time)	49	50	54
b) Skills Training - Industry Credit (Full Time) - no full time students	n/a	n/a	n/a
c) Adult Basic Education - Credit (Full Time)	88	80	82

KEY PERFORMANCE INDICATOR #5

	Baseline (\$'s)	2007-08 Target (\$'s)	2007-08 Results (\$'s)
JobStart/Future Skills Investment (In Contract \$ Received)	\$200,000	\$500,000	\$384,385

KEY PERFORMANCE INDICATOR #6

	Baseline (\$'s)	2007-08 Target (\$'s)	2007-08 Results (\$'s)
Total Contractual Revenue (In Contract \$ Received)	\$600,000	\$815,076	\$597,298

**** Graduation rates are shown as a percentage of full-time and part-time enrolments. The majority of part-time enrolments are "Completed" rather than "Graduated". Graduation rates based only on full-time enrolments would be significantly higher.

Table 1 - Comprehensive Enrollment by Program Groups for the Whole College

	Program Groups	Actuals							
		2006-2007				2007-2008			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAST	153	239	2	163.6	159	291	2	198.2
	Other SIIT	12			6.3	12			7.0
	Apprenticeship & Trade	13	15		43.6	13	25		55.2
	Total Institute Credit	178	254	2	213.5	184	316	2	260.4
	Industry Credit:								
	Total Industry Credit	0	318	777	157.8	0	184	701	94.0
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	140	519	70.5	0	148	584	77.9
	TOTAL SKILLS TRAINING	178	712	1,298	441.8	184	648	1,287	432.3
BASIC EDUCATION	BE Credit:								
	Adult 12	81	70		73.8	102	78		89.0
	Adult 10	88	47		64.4	86	54		62.4
	Academic GED	0	21		6.0	0	32		3.1
	Total BE Credit	169	138		144.2	188	164		154.5
	BE Non-Credit:								
	Employability/Life Skills	1	34		11.6	3	33		18.9
	English Language Training	0	30		7.5	0	56		10.4
	General Academic Studies	10	38		13.8	6	91		21.8
	Literacy	0	81		33.2	0	103		51.9
	Total BE Non-Credit	11	183		66.1	9	283		102.9
TOTAL BASIC EDUCATION		180	321		210.3	197	447		257.4
UNIVERSITY	Total University	64	106		69.8	53	85		59.1
TOTAL ENROLLMENT		422	1,139	1,298	722.0	434	1,180	1,287	748.7

2007-08 results as of Nov. 12, 2008

PT Part-time

FT Full-time

Cas - Casual

FLE - Full Load Equivalent

Notes for Tables 1 to 1E Inclusive

When full-time SIAST program sessions are delivered over two program years, participation in each year is determined by the courses delivered in each of the two years (FLE's are correct). However, for these programs the enrolments in the second year (2007-08) are displayed under the PT enrolment column and they should be under FT enrolment column.

Although there are more Academic GED enrolments in 2007-08, there are fewer hours per person resulting in lower FLE's.

See Glossary for Definition of Terms

Table 1A - Enrollment by Program Groups for Canora Campus

Program Groups		Actuals							
		2006-2007				2007-2008			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAST	0	54	1	13.4	13	62		15.3
	Other								
	Apprenticeship & Trade					13			31.1
	Total Institute Credit	0	54	1	13.4	26	62		46.4
	Industry Credit:								
	Total Industry Credit	0	54	140	26.2	0	23	121	16.1
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	19	52	10.2	0	7	31	2.9
	TOTAL SKILLS TRAINING	0	127	193	49.8	26	92	152	65.4
BASIC EDUCATION	BE Credit:								
	Adult 12					9	3		4.9
	Adult 10	14	6		8.9	21	10		11.1
	Academic GED					0	12		1.3
	Total BE Credit	14	6		8.9	30	25		17.3
	BE Non-Credit:								
	Employability/Life Skills								
	English Language Training					0	5		0.8
	General Academic Studies	0	6		0.5	3	52		13.9
	Literacy	0	15		5.0	0	12		5.0
	Total BE Non-Credit	0	21		5.5	3	69		19.7
TOTAL BASIC EDUCATION	14	27		14.4		33	94		37.0
UNIVERSITY	Total University	0	6		1.2	0	6		0.7
TOTAL ENROLLMENT		14	160	193	65.4	59	192	152	103.1

2007-08 results as of Nov. 12, 2008

Note: Canora Campus includes Kamsack & area.

PT - Part-time

FT - Full-time

Cas - Casual

FLE - Full Load Equivalent

Table 1B - Enrollment by Program Groups for Esterhazy Campus



	Program Groups	Actuals							
		2006-2007				2007-2008			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAST	0	14		2.0	9	20	1	11.3
	Other								
	Apprenticeship & Trade	0	15		15.0	0	25		24.1
	Total Institute Credit	0	29		17.0	9	45	1	35.4
	Industry Credit:								
	Total Industry Credit	0	0	36	1.5	0	0	72	4.8
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	2	30	2.2	0	16	28	11.6
	TOTAL SKILLS TRAINING	0	31	66	20.7	9	61	101	51.8
BASIC EDUCATION	BE Credit:								
	Adult 12	8	9		7.7	9	10		7.3
	Adult 10	5	5		4.5	5	4		3.6
	Academic GED								
	Total BE Credit	13	14		12.2	14	14		10.9
	BE Non-Credit:								
	Employability/Life Skills								
	English Language Training					0	14		1.7
	General Academic Studies								
	Literacy								
UNIVERSITY	Total BE Non-Credit					0	14		1.7
	TOTAL BASIC EDUCATION	13	14		12.2	14	28		12.6
	Total University	0	2	0	0.3	0	2		0.3
TOTAL ENROLLMENT		13	47	66	33.2	23	91	101	64.7

2007-08 results as of Nov. 12, 2008

PT - Part-time

FT - Full-time

Cas - Casual

FLE - Full Load Equivalent

Table 1C - Enrollment by Program Groups for Fort Qu'Appelle Campus

		Actuals							
		2006-2007				2007-2008			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAST	0	79		12.9	0	42		8.8
	Other: SIIT	12	0		6.3	12	0		7.0
	Apprenticeship & Trade	13	0		28.6	0	0		
	Total Institute Credit	25	79		47.8	12	42		15.8
	Industry Credit:								
	Total Industry Credit	0	32	68	22.9	0	16	13	5.0
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	0	51	2.9	0	18	128	9.2
	TOTAL SKILLS TRAINING	25	111	119	73.6	12	76	141	30.0
BASIC EDUCATION	BE Credit:								
	Adult 12	21	3		16.2	18	11		14.4
	Adult 10	19	8		12.5	20	10		13.2
	Academic GED	0	9		2.0				
	Total BE Credit	40	20		30.7	38	21		27.6
	BE Non-Credit:								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies	10	11		11.8	3	9		5.7
	Literacy	0	15		1.9	0	7		1.8
	Total BE Non-Credit	10	26		13.7	3	16		7.5
UNIVERSITY	Total University	0	9	1.2		0	7		1.2
TOTAL ENROLLMENT		75	166	119	119.2	53	120	141	66.3

2007-08 results as of Nov. 12, 2008

PT Part-time

FT - Full-time

Cas - Casual

FLE - Full Load Equivalent

Table 1D - Enrollment by Program Groups for Melville Campus



Program Groups		Actuals							
		2006-2007				2007-2008			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAST	31	40	2	33.0	33	15	4	32.7
	Other								
	Apprenticeship & Trade								
	Total Institute Credit	31	40	2	33.0	33	15	4	32.7
	Industry Credit:								
	Total Industry Credit	0	19	59	12.5	0	18	126	9.7
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	5	35	2.4	0	13	30	10.0
	TOTAL SKILLS TRAINING	31	64	96	47.9	33	46	160	52.4
BASIC EDUCATION	BE Credit:								
	Adult 12	5	11		7.4	6	14		8.7
	Adult 10	15	10		12.3	11	13		10.2
	Academic GED	0	12		4.1				
	Total BE Credit	20	33		23.8	17	27		18.9
	BE Non-Credit:								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies					0	5		0.4
	Literacy	0	5		0.4	0	9		2.2
UNIVERSITY	Total BE Non-Credit	0	5		0.4	0	14		2.6
	TOTAL BASIC EDUCATION	20	38		24.2	17	41		21.4
	Total University	0	4		0.6	0	3		0.8
TOTAL ENROLLMENT		51	106	96	72.7	50	90	160	74.6

2007-08 results as of Nov. 12, 2008

PT - Part-time

FT - Full-time

Cas - Casual

FLE - Full Load Equivalent

Table 1E - Enrollment by Program Groups for Yorkton Campus

	Program Groups	Actuals							
		2006-2007				2007-2008			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAST	122	81	1	102.3	92	170	1	130.1
	Other								
	Apprenticeship & Trade								
	Total Institute Credit	122	81	1	102.3	92	170	1	130.1
	Industry Credit:								
	Total Industry Credit	0	213	510	94.8	0	120	431	58.4
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	115	357	52.8	0	84	381	44.2
	TOTAL SKILLS TRAINING	122	409	868	249.9	92	374	813	232.6
BASIC EDUCATION	BE Credit:								
	Adult 12	47	47		42.4	61	40		53.7
	Adult 10	37	18		26.1	30	17		24.2
	Academic GED					0	20		1.8
	Total BE Credit	84	65		68.5	91	77		79.8
	BE Non-Credit:								
	Employability/Life Skills	1	34		11.6	3	33		18.8
	English Language Training	0	30		7.5	0	40		7.9
	General Academic Studies	0	16		1.1	0	25		1.8
	Literacy	0	54		26.3	0	75		42.9
	Total BE Non-Credit	1	134		46.5	3	173		71.4
TOTAL BASIC EDUCATION		85	199		115.1	94	250		151.2
UNIVERSITY	Total University	62	95		65.5	49	78		56.1
TOTAL ENROLLMENT		269	703	868	431.6	235	703	813	439.9

2007-08 results as of Nov. 12, 2008

PT - Part-time
 FT - Full-time
 Cas - Casual
 FLE - Full Load Equivalent

Table 2 - Equity Participation Enrollments by Program Groups for the Whole College

Program Groups		Actuals																							
		2006-2007						2007-2008																	
		Aboriginal			Visible Minority			Disability			Total Enrollment			Aboriginal			Visible Minority			Disability			Total Enrollment		
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas			
SKILLS TRAINING	Institute Credit:																								
	SIAST	21	69	0	2	5	0	9	3	0	153	239	2	32	56	0	4	4	0	3	8	0	147	291	2
	Other SiIT	12	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	12	0	0	0	0
	Apprenticeship & Trade	13	0	0	2	0	0	1	0	0	13	15	0	12	0	0	0	0	0	1	0	0	13	25	0
	Total Institute Credit	46	69	0	4	5	0	10	3	0	178	254	2	53	56	0	5	4	0	5	8	0	172	316	2
	Industry Credit:																								
	Total Industry Credit	0	61	70	0	4	6	0	8	7	0	318	777	0	35	68	0	7	6	0	3	6	0	184	701
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																								
	Total Non-Credit	0	23	39	0	1	1	0	2	6	0	140	519	0	15	35	0	2	6	0	1	4	0	142	583
	TOTAL SKILLS TRAINING CREDIT	46	153	109	4	10	7	10	13	13	178	712	1,298	53	106	103	5	13	12	5	12	10	172	642	1,286
BASIC EDUCATION	Basic Education Credit:																								
	Adult 12	46	21	0	2	2	0	2	5	0	81	70	0	55	34	0	4	3	0	8	8	0	102	78	0
	Adult 10	65	35	0	5	1	0	6	1	0	88	47	0	62	36	0	4	2	0	12	2	0	86	54	0
	Academic GED	0	21	0	0	0	0	0	0	0	21	0	0	2	0	0	1	0	0	0	0	0	0	32	0
	Total BE Credit	111	77	0	7	3	0	8	6	0	169	138	0	117	72	0	8	6	0	20	10	0	188	164	0
	Basic Education Non-Credit:																								
	Employability / Life Skills	0	17	0	0	1	0	0	5	0	1	34	0	0	19	0	0	1	0	0	4	0	3	47	0
	English Language Training	0	0	0	0	13	0	0	0	0	0	30	0	0	0	0	0	12	0	0	0	0	0	56	0
	General Academic Studies	10	20	0	0	1	0	1	1	0	10	38	0	6	54	0	1	1	0	0	4	0	6	91	0
	Literacy	0	55	0	0	5	0	0	12	0	0	81	0	0	44	0	0	10	0	0	20	0	0	103	0
	Total BE Non-Credit	10	92	0	0	20	0	1	18	0	11	183	0	6	117	0	1	24	0	0	28	0	9	297	0
	TOTAL BASIC EDUCATION	121	169	0	7	23	0	9	24	0	180	321	0	123	189	0	9	30	0	20	38	0	197	461	0
UNIVERSITY	Total University	18	13	0	2	4	0	1	5	0	64	106	0	8	26	0	1	3	0	0	2	0	53	85	0
	TOTAL ENROLLMENT	183	336	109	13	37	7	20	42	13	422	1,139	1,298	184	321	103	15	46	12	25	52	10	422	1,188	1,286

2007-08 results as of Nov. 12, 2008

PT Part-time

FT Full-time

Cas Casual

Note for Table 2 & 4:

Equity statistics are voluntary and only students willing to declare were reported.

Table 3 - Student Success by Program Groups for the Whole College

Program Groups	Actuals											
	2006-2007				2007-2008							
	Total Students Completed	PT	FT	Cas	Total Students Graduated	PT	FT	Cas	Total Students Completed	PT	FT	Cas
Institute Credit:												
SIAS1	12	199	2	0	40	0	66	16	0	20	4	0
Other SUU	0	0	0	8	0	0	1	0	0	0	1	0
Apprenticeship & Trade	0	15	0	21	0	0	12	0	0	7	5	0
Total Institute Credit	12	205	2	110	40	0	71	28	0	20	4	0
Industry Credit:												
Total Industry Credit	0	27	7	0	280	766	0	24	0	0	0	1
Non-Credit (Industry Non-Credit,												
Community/Individual Non-Credit, Personal Interest Non-Credit)												
Total Non-Credit	0	139	518	0	0	0	0	0	0	142	577	0
TOTAL SKILLS TRAINING	12	371	527	110	327	766	71	58	0	20	4	0
Basic Education Credit:												
Adult 12	43	28	0	20	8	0	76	15	0	50	18	0
Adult 10	59	6	0	19	2	0	11	1	0	36	5	0
Academic GED	0	15	0	0	2	0	0	11	0	0	2	0
Total BE Credit	84	49	0	39	12	0	37	27	0	66	25	0
Basic Education Non-Credit:												
Employability/Life Skills	1	28	0	0	0	0	1	9	0	0	0	0
English Language Training	0	24	0	1	0	0	0	5	0	0	12	0
General Academic Studies	6	31	0	0	0	0	0	18	0	3	5	0
Literacy	0	38	0	0	0	0	0	11	0	0	18	0
Total BE Non Credit	7	121	0	0	0	0	1	43	0	3	38	0
TOTAL BASIC EDUCATION	91	170	0	39	12	0	38	70	0	69	60	0
UNIVERSITY Total University	59	105	0	0	0	0	0	0	0	48	84	0
TOTAL ENROLLMENT	162	646	527	149	339	766	109	128	0	89	64	0
2008 results as of Nov. 12, 2008												

PT Part-time

FT Full-time

Cas - Casual

Completed = the total number of students who completed course requirements or remained to the end of the program.

Graduated = the number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry.

Notes for Tables 3 & 4:

We do not 'Graduate' University and part-time institute credit programs, all are under completed columns for both academic years.

We do not do follow-up for University, part-time institute credit, skills training non-credit and short study industry credit programs.

If more than one type of follow-up is reported for an individual in a program group, enrolment is counted once and they are counted once under each type of follow-up.

Table 4 - Equity Participation Completers and Graduates by Program Groups for the Whole College

Program Groups		Actuals																	
		2006-2007						2007-2008											
		Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability		
SKILLS TRAINING		E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G
Institute Credit:																			
SIAST		90	51	22	7	5	1	12	5	5	88	40	31	8	2	4	11	4	4
Other SIFT		12	0	8	0	0	0	0	0	0	9	1	7	1	0	1	1	0	1
Apprenticeship & Trade		13	0	11	2	0	2	1	0	1	12	3	6	0	0	0	1	0	0
Total Institute Credit		116	91	41	9	5	3	13	5	6	108	44	44	8	2	6	13	4	8
Industry Credit:																			
Total Industry Credit		131	13	112	10	1	9	15	0	14	103	2	100	13	0	13	9	0	9
Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																			
Total Non Credit		62	61	9	2	2	0	8	8	0	50	49	0	8	8	0	8	8	0
TOTAL SKILLS TRAINING CREDIT		366	126	153	21	8	12	36	13	20	262	95	144	30	10	18	27	9	14
BASIC EDUCATION																			
Basic Education Credit:																			
Adult 12		67	28	11	4	3	0	7	4	0	89	42	11	7	2	0	15	6	0
Adult 10		100	30	13	6	3	0	7	6	0	98	23	29	6	1	2	14	2	9
Academic GED		21	15	2	0	0	0	0	0	0	2	2	0	1	1	0	0	0	0
Total BE Credit		168	73	26	10	8	0	14	10	0	189	67	40	14	4	2	30	8	9
Basic Education Non-Credit:																			
Employability/Life Skills		17	8	0	1	1	0	5	5	0	19	9	0	1	1	0	4	4	0
English Language Training		0	0	0	13	12	0	0	0	0	0	0	0	12	9	0	0	0	0
General Academic Studies		30	20	0	1	1	0	2	0	0	60	43	0	2	1	0	4	3	0
Literacy		55	23	0	5	5	0	12	5	0	44	28	0	10	7	0	20	14	0
Total BE Non-Credit		102	51	0	20	19	0	19	10	0	123	80	0	26	18	0	28	21	0
TOTAL BASIC EDUCATION		290	124	26	30	25	0	33	20	0	312	147	40	39	22	2	58	29	9
UNIVERSITY	Total University	29	28	0	6	6	0	6	6	0	34	32	0	4	4	0	2	2	0
TOTAL ENROLLMENT		627	277	179	57	39	12	75	39	20	608	274	184	73	36	20	87	40	23

2007-08 results as of Nov. 12, 2008

PT Part-time

FT Full-time

Cas - Casual

E = total enrollment

C = completers (the total number of students who completed course requirements or remained to the end of the program).

G = graduates (the total number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry).

Table 5 - Workbased Training for the Whole College
 (Within the Program Year July 1, 2007 to June 30, 2008)

Program Year	Distinct Employers	Contracts	Distinct Trainees	Trainee Outcomes				Ministry (Paid Dollars)
				In Progress	Completed Successfully	Completed Unsuccessfully	Did Not Complete	
2005-06	20	28	121	0	110	3	9	\$386,091
2006-07	26	33	133	0	100	20	13	\$511,914
* 2007-08	19	22	86	43	31	0	12	\$136,497

*2007-08 Program year results will appear inconsistent with previous years as contracts are still "in-progress" and information is still being processed.

Notes:

1. Program year is based on contract start date between July 1st and June 30th of a given year.
2. Results included both Workbased Training for the Unemployed (WTU) and Workbased Training for the Employed (WTE) contracts.
3. Ministry funding includes dollars paid to employer and then reimbursed by Ministry of Advanced Education, Employment and Labour, excluding any administration fees.
4. All counts of trainees are based upon unique individuals.
5. Query results run on November 3, 2008.

College growth in human resources is evident by the continued increase in staff numbers and in Full Time Equivalent staff calculations as the 2007-08 year progressed. For the final trimester, Parkland College was +5.34 FTE above the 2007-08 projection, showing a total of 80.79 FTE and 192 staff members on payroll.

As the staffing numbers indicate, the College experienced another increase in both numbers of staff and FTE during the final trimester due to additional spring programming, as well as increased student support requirements as the academic year ended. A few staff members returned from leave and due to a reorganization of the Skills Training department, a few vacancies were filled. Recruitment and selection was a major focus throughout the 2007-08 year.

Despite the growth and change of personnel throughout the year, the College continued to focus on enhancing employee communications through the commitment to the importance of Union/Management communications and relations by continuing with bi-annual Joint Union Management Partnership (JUMP) meetings. In an effort to clarify procedures, Parkland College also updated and revised Section F: Personnel and Employee Relations policies. The commitment to Representative Workforce was evident through the increased number of Aboriginal employees employed with the college (5%). The College continued to recognize and reward staff for long service by hosting staff retirement ceremonies and Staff Board workshops throughout the year.



Position and Classification	# of Employees	F.T.E.'s
Out of Scope		
President	1	1
Director of Programs	1	1
Director of Finance & Administration	1	1
Director of Human Resources	1	1
Executive Assistant	1	1
In Scope		
Coordinators Level 8	5	5.00
Coordinators Level 7	5	4.40
Coordinators Level 6	4	2.58
E-Learning Consultant Level 6	1	0.01
Consultants, Level 6	8	4.79
Facilitator, Level 6	2	1.60
Transitions to Work Coordinator, Level 5	1	1.00
Information Technician, Level 5	2	1.43
Counsellor, Level 7	1	1.00
Counsellor, Level 6	7	4.92
Advisors, Level 5	2	0.77
Student Recruiter, Level 5	1	1.02
Registration Clerk, Level 5	1	1.00
Program Assistant, Level 4	12	8.87
Clerical, Level 3	2	1.26
Accounting Clerk, Level 5	1	1.00
Accounting Clerk, Level 4	2	1.88
Clerical, Level 2	4	1.40
Facility Operator, Level 3	1	1.00
Janitor, Level 2	4	1.80
SCN Attendant, Level 1	2	0.12
Learning Specialist	1	1.00
Instructors (Paid or in-scope grid)	79	25.5
Aids and Tutors	28	2.2
Level 2, Casual	3	0.04
Level 1, Casual	8	0.20

CID and contract instructors not included

Jason Dubreuil
Ryan Hoffman
Jonja Gehl
Kara McMunn
May Myers
Rhoda Seidler

Paul Adams
Joxanne Alstad
Helen Badger
Ronale Bahrey
Indra Banga
Meg Beaton
Sarah Bequette
George Beddome
Natty Benjamin
Heath Bigalky
Carol Bobowski
Maureen Broda
Connie Brown
Aatherine Brown
Maine Buchholzer
Lisa Cadieux de Lar
Decelia Cazakoff
Karen Choquette
Michelle Clarke
Webbie Cuervo
Monica Daniel
Jill Datema
Javan Davis

Brelee Davis
Catherine Degrye
Deloris Delorme
Lami DePape
Wayne Donaldson
Michelle Eckhart
Barbara Evans
Sharon Evans
Tanya Fawcett
Sherilyn Fenwick
Peter Franck
Tracy Gabriel
Wendy Gascho
Rosemarie Glowka

ason Goetting
ail Gorchynski

axine Gordon
uo, Henry (Pan)
ichelle Haberstock
ernadette Holland
aurel Hollick

Director, Human Resources
Director, Finance and Administration
Director of Programs, Skills Training
Human Resources Consultant
President
Executive Assistant

Evening Janitor
Program Assistant
Career & Student Support Services Counsellor
Adult Basic Education Coordinator
Adult Basic Education Instructor
Career & Student Support Services Counsellor
Learning Centre Tutor
Adult Basic Education Instructor
SCN/Clerical
Pre-Trade Welding Instructor
Student Counsellor
Registration Clerk
SIAST & Institute Programs Coordinator
Hairstylist Instructor
Program Assistant
SIAST & Institute Programs Coordinator
Learning Centre Tutor
SCN Attendant
Adult Basic Education Instructor
Orientation to Child Daycare Instructor
Program Assistant
Program Assistant
SIAST & Institute Programs Coordinator / Business Year II Instructor
Business Year II Instructor
Program Assistant
Training Consultant
Adult Basic Education Manager
Industrial Mechanics Instructor
Facilitator - Essential Skills
Practical Nursing Instructor
Program Assistant
Accounting Clerk, Payroll
Continuing Care Assistant Instructor
Industrial Mechanics Apprenticeship Instructor
Practical Nursing Instructor
CASS Advisor / Training Consultant
Career & Student Support Services Counsellor
Information Systems Technician Support
Career & Student Support Service Counsellor
Program Assistant
Information Technician Support
Adult Basic Education Instructor
Learning Specialist
Early Childhood Education & Orientation to Child Daycare Instructor

Dale Holstein
Ruth Iluk
Dorothy Jackson
Alma Jensen
Kris Johnson
Gwen Just
Carla Kaeding
Michelle Kaeding
Angelina Kardynal
Carmella Kirschman-Lutz

Shayne Kreitzer	Computer Networking Technician Instructor
Nadine Kreckwitz	Adult Basic Education Instructor
Cheryl Kustra	Training Consultant
Darrell Landels	Industry Programs Manager
Sarah Lipoth	Learning Center Tutor
Marion Littlewole	SCN/Clerical/Learning Centre Facilitator
Shirley Lockhart	Caretaker / Janitor
Susan Lyons	Career & Student Support Services Manager
Gwen Macneee	Facilitator / Post-Secondary Recruitment Officer
Beatrice Malach	SCN/Clerical
Carol McCullough	Literacy Coordinator
Robert Martin	Heavy Equipment Operator Instructor
Derek Mathewson	Adult Basic Education Instructor / TEL Developer
Paula Mater	Continuing Care Assistant Instructor
Kathleen McDonald	Adult Basic Education Instructor
Blaine Miller	Welding Instructor
Charlotte Morris	Program Assistant
Dennis Muzyka	Welding Instructor
Alicia Myall	Marketing Manager
Donna Neyedley	Career & Student Support Services Counsellor
Marguerite O'Hagan	Adult Basic Education Instructor
David Parnetta	Head Janitor
Larry Pearen	SIAST & Institute Programs Manager
Nathan Penner	Information Technician Support
Terri Pedersen	Career & Student Support Services Counsellor
Sandy Persick	Adult Basic Education Instructor
Ins Phillips	Continuing Care Assistant Instructor
Margaret Purich	Adult Basic Education Instructor
Jackie Rohatensky	Practical Nursing Instructor
Sharon Rokosh	Accounting Clerk
Brad Rose	Adult Basic Education Instructor
Sharon Rurak	Program Assistant
Richard Scutchings	Heavy Equipment Operator Instructor
Gwyneth Shankowsky	Adult Basic Education Instructor
Brian Shul	Training Consultant (General Leave)
Laura Silva	SCN Attendant
Gail Starr	Career & Student Support Services Counsellor
Karen Stoneham	Saturday Support
Shawn Stoneham	University Programs / TEL Manager
David Summer	SIAST & Institute Programs Coordinator
Lorraine Tochor	Continuing Care Assistant Instructor
Lurene Turgeon	Adult Basic Education Instructor
Donna Vranai	Business Year I Instructor
Betty Waugh	Clerical Program Assistant
Robert Weber	Work Experience Coordinator
Marianne Weber	Transitions Program Facilitator
Jill Whiting	Program Assistant / CASS Advisor
Wendy Wilson	Training Consultant
Gerry Yacishyn	Adult Basic Education Instructor
Janelle Yanyu	Janitor
Carolee Zorn	Practical Nursing Instructor



I. Statement of Management Responsibility

II. Auditors' Report

III. Statement of Financial Position

IV. Statement of Operations

V. Statement of Changes in Net Assets

VI. Statement of Cash Flows

VII - XII. Notes to Financial Statements

XIII. Schedule of Operating Fund Revenues by Function

XIV. Schedule of Operating Fund Expenses by Function

XV. Schedule of Operating Expenses

Statement of Responsibility



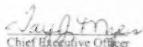
Statement of Management Responsibility

The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles and are in compliance with the provisions of legislation and related authorities. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Financial statements are not precise because they include certain amounts based on estimates and judgements.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, the management has developed and maintains a system of internal control designed to provide reasonable assurance that College assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements.

The Board of Directors of the College is responsible for the review and approval of the financial statements and ensures management fulfills its financial reporting responsibilities. The Board meets with management and, as required, with the external auditors to discuss the results of audit examinations and financial reporting matters. The external auditors have full access to the Board with and without the presence of management.

The financial statements have been audited by Skilnick Besler Miller Moar & Co., Chartered Accountants. The Auditors' Report outlines the scope of their examination and provides their opinion on the fairness of the presentation of the information in the financial statements.


Jeff McLean
Chief Executive Officer


Director of Finance

August 18, 2008

Auditors' Report

Skilnick Besler Miller Moar & Co.
Chartered Accountants

PARKLAND REGIONAL COLLEGE

AUDITORS' REPORT

2008

The Members of the Board
Parkland Regional College
MELVILLE, Saskatchewan

We have examined the statement of financial position of the Parkland Regional College as at June 30, 2008 and the statement of operations, statement of changes in net assets and statement of cash flows for the year then ended. The College is responsible for preparing these financial statements for Treasury Board's approval. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. These standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2008 and the results of its operations and cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Skilnick Besler Miller Moar & Co.

SKILNICK BESLER MILLER MOAR & CO.
Chartered Accountants

Melville, Saskatchewan
August 19, 2008

Statement 1

Statement of Financial Position as of June 30, 2008

Statement 1

Pearland Regional College
Statement of Financial Position
as of June 30, 2008

	2008			2007		
	Operating Fund	Capital Fund	Total		Operating Fund	Total
Assets						
Current Assets						
Cash	\$ 641,805	\$ 35,070	\$ 676,875	\$ 1,025,151		
Accounts receivable (Notes 2 & 3)	500,481		500,481	740,000		
Prepaid expenses	45,803		45,803	1,413		
Short-term investments (Note 5)	720,928		720,928	226,300		
	1,754,798	33,070	1,787,868	2,004,054		
Non-current Assets						
Long-term investments (Note 5)	233,577		233,577	228,361		
Capital assets (Notes 2 & 4)		4,871,444	4,871,444	5,177,195		
	1,166,372	4,804,514	5,972,886	\$ 7,409,611		
Liabilities						
Current Liabilities						
Accrued salaries and benefits	\$ 189,984	\$	\$ 189,984	\$ 427,895		
Accounts payable and accrued liabilities	370,387		370,387	414,515		
Unearned revenue (Notes 2 & 6)	461,803		461,803	450,039		
	1,022,174		1,022,174	1,272,440		
Net Assets						
Invested in capital assets		4,871,444	4,871,444	5,177,195		
Externally restricted (Note 7)		33,070	33,070	19,869		
Internally restricted (Note 8)	664,360		664,360	703,808		
Unrestricted	261,238		261,238	238,202		
	946,198	4,804,514	5,950,712	\$ 6,137,601		
	\$ 1,166,372	\$ 4,804,514	\$ 5,972,886	\$ 7,409,611		

See accompanying notes to the financial statements.

APPROVED BY THE BOARD

John C. Collier

Statement 2

Statement of Operations as of June 30, 2008

Parkland Regional College
Statement of Operations
for the year ended June 30, 2008

	Operating Fund		Capital Fund		Totals		
	Budget (Note 9)	2008	2007	2008	2007	2008	2007
Revenues (Schedule 1)							
Advanced Education, Employment and Labour	\$ 5 538 352	\$ 6 065 157	\$ 5 682 374	\$ 25 000	\$ 154 198	\$ 6 090 157	\$ 5 836 572
Federal Government	13 228	13 228	14 702			13 228	14 702
Other revenue	2 584 320	2 630 136	2 595 496			2 630 136	2 595 496
	<u>8 135 900</u>	<u>8 708 521</u>	<u>8 292 572</u>	<u>25 000</u>	<u>154 198</u>	<u>8 733 521</u>	<u>8 446 770</u>
Expenses (Schedule 2)							
Agency contracts	1,549 936	1,608 576	1,719 458			1,608 576	1,719 458
Amortization				432 070	446 340	432 070	446 340
Equipment	155 722	182 083	178 999			182 083	178 999
Facilities	358 112	350 733	347 211			350 733	347 211
Information technology	57 110	47 005	30 227			47 005	30 227
Operating (Schedule 3)	916 624	1,011 248	924 669			1,011 248	924 669
Personal services	5,277 542	5,388 165	4,827 954			5,388 165	4,827 954
	<u>8 315 046</u>	<u>8 587 810</u>	<u>8 028 518</u>	<u>432 070</u>	<u>446 340</u>	<u>9 019 880</u>	<u>8 474 858</u>
Excess (deficiency) of revenues over expenses	<u>\$ (179 146)</u>	<u>\$ 120 711</u>	<u>\$ 264 054</u>	<u>\$ (407 070)</u>	<u>\$ (292 142)</u>	<u>\$ (286 359)</u>	<u>\$ (28 088)</u>

See accompanying notes to the financial statements.

Statement of Changes in Net Assets

Statement of Changes in Net Assets for the Year Ended June 30, 2008

Parkland Regional College
Statement of Changes in Net Assets
for the year ended June 30, 2008

	2008						2007	
	Operating Fund			Capital Fund			Total	Total
	Restricted Internally	Unrestricted	Total	Invested in Capital Assets	Restricted Externally	Total		
Excess (deficiency) of revenues over expenses	\$ -	\$ 120,711	\$ 120,711	\$ (432,070)	\$ 25,000	\$ (407,070)	\$ (286,359)	\$ (28,088)
Net assets, beginning of year	703,805	236,202	940,007	5,177,195	19,869	5,197,064	6,137,071	6,165,159
Interfund transfers								
Invested in capital assets	(114,520)		(114,520)	126,319	(11,799)	114,520		
Externally imposed restrictions								
Internally imposed restrictions	95,675	(95,675)						
Net assets, end of year	<u>\$ 684,960</u>	<u>\$ 261,238</u>	<u>\$ 946,198</u>	<u>\$ 4,871,444</u>	<u>\$ 33,070</u>	<u>\$ 4,904,514</u>	<u>\$ 5,850,712</u>	<u>\$ 6,137,071</u>
Restricted details								
	Beginning Balance	To Restricted	From Restricted	Ending Balance				
<u>Externally Restricted (Note 7)</u>								
Technology Enhanced Learning								
capital purchases	\$ 19,869	\$ -	\$ -	\$ 19,869				
Furniture and equipment purchases		25,000	11,799	33,201				
	<u>19,869</u>	<u>25,000</u>	<u>11,799</u>	<u>33,070</u>				
<u>Internally Restricted (Note 8)</u>								
Yorkton Facility	81,228	-	22,710	58,518				
Technology Purchases	197,577	16,500	24,299	189,778				
Student Recruitment	60,000	-	-	60,000				
Staff Contingency	95,000	-	-	95,000				
Marketing Logo Development	60,000	-	28,336	31,664				
Technology Capital	40,000	-	40,000	-				
Future Program Development	160,000	80,000	-	240,000				
Marketing Promotion - New Initiatives	10,000	-	-	10,000				
	<u>703,805</u>	<u>96,500</u>	<u>115,345</u>	<u>684,960</u>				
	<u>\$ 723,674</u>	<u>\$ 121,500</u>	<u>\$ 127,144</u>	<u>\$ 718,030</u>				

See accompanying notes to the financial statements.

Statement 4

Statement of Cash Flows for the year ended June 30, 2008

Parkland Regional College
Statement of Cash Flows
for the year ended June 30, 2008

	2008	2007
Cash flows from (used in) operating activities		
Deficiency of revenues over expenses	\$ (286,359)	\$ (28,088)
Amortization of capital assets	<u>432,070</u>	<u>446,340</u>
	<u>145,711</u>	<u>418,252</u>
Change in non-cash working capital		
Decrease (increase) in accounts receivable	242,531	(128,639)
(Increase) decrease in prepaid expenses	(45,392)	16,924
(Decrease) increase in accrued salaries and benefits	(218,011)	222,547
(Decrease) increase in accounts payable and accrued liabilities	(44,128)	196,086
Increase in unearned revenue	11,773	80,439
Cash provided by operating activities	<u>92,484</u>	<u>805,609</u>
Cash flows from (used in) investing activities		
Purchase of investments	(246,315)	(16,096)
Proceeds from sale of investments	228,074	223,219
Purchase of capital assets	(126,319)	(406,785)
Cash used in investing activities	<u>(144,560)</u>	<u>(199,662)</u>
(Decrease) increase in cash	(52,076)	605,947
Cash, beginning of year	<u>1,026,751</u>	<u>420,804</u>
Cash, end of year	<u>\$ 974,675</u>	<u>\$ 1,026,751</u>

PARKLAND REGIONAL COLLEGE

Notes to Financial Statements
for the year ended June 30, 2008

1 PURPOSE AND AUTHORITY

The Parkland Regional College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*.

The Board of the Parkland Regional College is responsible for administering and managing the educational affairs of the College in accordance with the intent of *The Regional Colleges Act* and its regulations.

The College's objectives are to promote the social, economic and cultural development of the Parkland region of Saskatchewan by facilitating learning options and participating in community groups.

The College is exempt from the payment of income tax.

2 SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared in accordance with Canadian generally accepted accounting principles and include the following significant policies:

a) Fund Accounting

The accounts of the College are maintained in accordance with the principles of fund accounting. For accounting and reporting purposes, resources are classified into funds in accordance with specified activities or objectives:

(i) Operating Fund

The operating fund accounts for the College's program delivery service and administrative activities.

(ii) Capital Fund

The capital fund reflects the net book value of all capital assets of the College after taking into consideration any associated long term debt. The capital fund also includes contributions, interest and donations designated for capital purposes by the contributor. Also included in the capital fund are the appropriations for future capital expenditures.

b) Revenue Recognition

The College follows the restricted fund method of accounting for grants. Restricted contributions to general operations are recognized as revenue of the operating fund in the year in that the related expenses are incurred. Contributions restricted for capital assets are recognized as revenue of the capital fund in the year they are received or receivable.

Unrestricted operating grants are recognized as revenue of the operating fund when received or receivable. Tuition and fee revenue is recognized as the course instruction is delivered. Revenue from contractual services is recognized as the service is delivered.

c) Capital Assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. Capital assets are amortized on a straight-line basis over their estimated useful lives, and are reported as an expense in the capital fund as follows:

Leasehold improvements	5% to 20%
Buildings	5%
Office furnishings/equipment	10% to 20%
Computer hardware	33%

PARKLAND REGIONAL COLLEGE
 Notes to Financial Statements
 for the year ended June 30, 2008

2. SIGNIFICANT ACCOUNTING POLICIES Continued

d) Use of Estimates

These statements are prepared in accordance with Canadian generally accepted accounting principles. These principles require management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date the financial statements and the reported amounts of revenue and expenses during the period. Actual results could differ from those estimates. Differences are reflected in current operations when identified.

e) Financial Instruments

Effective July 1, 2007, the College adopted the recommendations of the Canadian Institute of Chartered Accountants (CICA) Handbook Section 3855 - Financial Instruments - Recognition and Measurement. Under these new standards, all financial assets and financial liabilities must be identified and classified. This classification determines how each financial instrument is measured.

The College's financial instruments and their classification are as follows:

Financial instrument	Classification
Cash	Held for trading
Accounts receivable	Loans and receivables
Short-term investments	Held for trading
Accrued salaries and benefits	Other liabilities
Accounts payable and accrued liabilities	Other liabilities
Long-term investments	Held to maturity

Held for trading financial assets and liabilities are measured at fair value. Changes in the fair value are recognized in the Statement of Operations and Changes in Net Assets. For long-term investments, fair value is determined as cost plus accrued income, which approximates fair value. Loans and receivables and other financial liabilities are measured at amortized cost. Due to their short term nature, the amortized cost of these instruments approximates their fair value.

This change in accounting policy did not have a significant impact on the College's financial statements at the time of adoption.

f) Recent accounting pronouncements

Effective July 1, 2008, the College will be required to adopt CICA Handbook sections 3852 - Financial Instruments - Disclosures and 3863 - Financial Instruments - Presentation. Section 3862 provides standards for disclosure of the risks arising from financial instruments to which the College is exposed, and how the risks are managed by the College. Section 3862 provides standards for the presentation of financial instruments and non-financial instrument derivatives. The College is currently evaluating the impact of the adoption of these new sections on its financial statements.

PARKLAND REGIONAL COLLEGE
Notes to Financial Statements
for the year ended June 30, 2008.

3. ACCOUNTS RECEIVABLE

Accounts receivable are composed of the following:

	2008	2007
Advanced Education, Employment and Labour	\$ 117,455	\$ 400,206
Federal Government	37,588	41,988
Other	351,418	306,798
	\$ 506,451	\$ 748,992

4. CAPITAL ASSETS

	COST	ACCUMULATED AMORTIZATION	2008	2007
Land	\$ 14,000	\$ 14,000	\$ 14,000	\$ 14,000
Leasedhold improvements	175,278	155,196	19,882	28,492
Buildings	8,456,825	803,950	4,652,875	4,924,670
Office furnishings/equipment	459,162	344,463	114,699	138,192
Computer hardware	1,047,117	977,129	69,988	71,641
	\$ 112,182	1,280,738	\$ 4,871,444	\$ 5,177,195

5. INVESTMENTS

The College has invested \$473,498 (2007 - \$455,262) in federal government and Farm Credit Canada bonds. These bonds mature in the year 2008 to 2039 and have an effective yield of 3.1 to 3.3%. The current market value of the bonds is \$473,498 (2007 - \$459,784). It is the intention of the Board to hold these bonds to maturity; therefore fluctuating market prices have not been reflected in the financial statements. The College has invested \$5 (2007 - \$5) in a Credit Union membership.

6. UNEARNED REVENUE

Unearned revenue consists of transfers received to carry out specific activities in excess of the expenses incurred on those activities at the end of the fiscal year as follows:

	2008	2007
Advanced Education, Employment and Labour	\$ 379,956	\$ 435,140
Student tuitions	81,950	14,890
Other	257	Nil
	\$ 461,803	\$ 450,030

7. EXTERNAL RESTRICTION ON NET ASSETS

Advanced Education, Employment and Labour has funded \$33,070 (2007 - \$19,869) designated capital contributions to be used for future capital expenditures as per Statement 3. These externally restricted amounts are not available for other purposes without approval of Advanced Education, Employment and Labour.

PARKLAND REGIONAL COLLEGE
Notes to Financial Statements
for the year ended June 30, 2008

8 INTERNAL RESTRICTION ON NET ASSETS

The Board of Directors of Parkland Regional College have placed internal restrictions on \$684,960 (2007 - \$703,805) of net assets to be used for purposes as indicated in Statement 3.

9 BUDGET AMOUNTS

The budget amounts on these financial statements were prepared by Regional College Management and approved by the Board on June 18, 2007. The Minister approved the budget on August 21, 2007.

10 RELATED PARTY TRANSACTIONS

These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as ministries, corporations, boards and commissions under the common control of the Government of Saskatchewan. Also, the College is related to non-Crown enterprises that the Government jointly controls or significantly influences.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms.

	2008	2007
SaskTel	\$ 67,807	\$ 65,439
SaskPower and SaskEnergy	16,745	13,655
Saskatchewan Government Services	63,338	64,504

In addition, the College pays Provincial Sales Tax to the Ministry of Finance on all taxable purchases. Taxes paid are recorded as part of the cost of those purchases.

The College brokerages course programs from Saskatchewan Institute of Applied Science and Technology. The amount incurred during the year amounted to \$500,629 (2007 - \$371,437).

The College brokerages course programs from the University of Saskatchewan. The amount incurred during the year amounted to \$114,018 (2007 - \$129,951).

The College brokerages course programs from the University of Regina. The amount incurred during the year amounted to \$123,521 (2007 - \$133,469).

11 FINANCIAL INSTRUMENTS

The College is exposed to credit risk from the potential non-payment of accounts receivable. The majority of the College's receivables are from the Provincial and Federal government; therefore, credit risk is minimal.

Notes to Financial Statements

For Year Ended June 30, 2008

PARKLAND REGIONAL COLLEGE

Notes to Financial Statements
for the year ended June 30, 2008.

12. EMPLOYEE FUTURE BENEFITS

Employees of the College participate in one of three pension plans. Teachers and other employees requiring a teaching certificate participate in a defined benefit plan, the Teachers' Superannuation Fund (TSF) or Saskatchewan Teachers Retirement Plan (STRP). No matching contribution is made by the College; however, it has a financial obligation to the TSF. Other employees may participate through the Municipal Employees' Pension Plan (MEPP) which is a multi-employer defined benefit plan. The last actuarial valuation of the MEPP indicated there was a surplus in the plan. The College's financial obligation to the MEPP is limited to making required payments to match amounts contributed by employees for current services. Pension expense for the year amounted to \$157,069 (2007 - \$152,228).

13. COMMITMENTS

a) Yukton Regional High School

Upon relocation to the new College facility at Yukton Regional High School in August, 2003, the College entered into a 10 year operating agreement with York School Division. The agreement specifies the cost sharing of utility, insurance and maintenance fees based on square footage occupied by the College. The agreement, effective September 1, 2003 is reviewed annually and adjusted for increases / decreases in costs, square footage, and services provided.

b) Open Door Technology Inc.

Annual maintenance on Navision Software at approximately \$1,774 including taxes.

14. LINE OF CREDIT AGREEMENT

The College is currently utilizing Nil (2007 - Nil) of an established line of credit up to \$200,000 with the Royal Bank of Canada, Meville, Saskatchewan. Security for advances under the agreement consists of an assignment of grant proceeds due from Advanced Education, Employment and Labour.

15. LEASE AGREEMENTS

The College is obligated under the following lease agreements:

a) Instructional Facilities

- Treaty # Four Governance Centre, Fort Qu'Appelle, Saskatchewan, under a year to year agreement. The agreement covers use of the facility and grounds with annual rental of \$50,512. The agreement contains an option to renew at the end of the initial lease term.

b) Offices

- Administration office and classrooms located in the Melville Comprehensive School, Melville, Saskatchewan, under a ten year lease which expires August 31, 2017. Terms of the lease require Parkland Regional College to pay for its proportional share of the operating costs of the building.

- Branch office and classrooms, Canora, Saskatchewan, located in the Canora Town Office under a five year lease agreement which expires July 1, 2010. Terms of the lease provide for annual payment of \$12,000 plus applicable taxes.

PARKLAND REGIONAL COLLEGE
Notes to Financial Statements
for the year ended June 30, 2008

15 LEASE AGREEMENTS Continued

Branch office, Kamsack, Saskatchewan, located in the Crowsland, under a one year lease agreement that expires January 31, 2009. Terms of the lease provide for monthly rental of \$400 plus applicable taxes. Classroom space is available on an as need basis and is negotiated at that time.

Branch office space, Yorkton, Saskatchewan, located at Condesa Plaza, under a month to month lease agreement. Terms of the lease provide for monthly payment of \$1,000 plus applicable taxes.

c) Equipment

Brennan Office Plus covering 8 photocopiers at various locations until March 21, 2008. Terms of the lease call for annual rental payments of \$24,408 plus taxes.

d) Vehicle

- GMAC for a 2007 Chev Malibu. Terms of the lease call for 36 monthly payments of \$504, expiring June 30, 2009.

16 CONTINGENCIES

A union representing employees of an employer unrelated to the College has applied by Notice of Motion for an order quashing permitted decisions of the Municipal Employees' Pension Plan relating to the application of an accrued surplus in the fund, as well as other relief. Several participating employers, including the College have been named. It is not possible to estimate the potential effect of the claim at this stage of the proceedings.

**Schedule of Operating Fund Revenues by Function
For Year Ended June 30, 2008**

Paxland Regional College
Schedule of Operating Fund Revenues by Function
For the year ended June 30, 2008

Category	2008								2008		2008 Budget		
	General		Skills Training		Supr. Education		University		Services		Note 5		
	Credit	Non-credit	Credit	Non-credit	Credit	Non-credit	Credit	Support	Counsel	Type	Type	Type	
Provincial Government													
Advanced Education, Employment and Labour													
Operating grant	\$ 2,196,925	\$ 16,000	\$ 42,000	\$ 16,000	\$ 25,500	\$ 2,114,420	\$ 2,293,977	\$ 2,293,977	\$ 2,293,977	\$ 2,293,977	\$ 2,293,977	\$ 2,293,977	
Program payments	1,667,667	1,667,667	858,118	47,521	161,148	116,918	2,812,182	2,852,182	2,852,182	2,852,182	2,852,182	2,852,182	
Other	145,729	12,600	222,280				200,000	212,000	212,000	212,000	212,000	212,000	
Other Provincial	2,196,925	1,667,667	12,600	900,118	269,803	186,648	116,918	5,566,226	5,566,226	5,566,226	5,566,226	5,566,226	5,566,226
	2,196,925	1,667,667	12,600	900,118	269,803	186,648	116,918	210,330	416,931	266,790	566,621	566,621	566,621
Federal Government													
Projects													
Other Revenue													
Contracts	5,625	50,648	115,491	186,945	8,305	23,158	18,605	612,299	815,076	56,319			
Interest	784	40						784	792	60,000	87,768		
Winnings	8,299	10	3,217					4,260	11,460	12,240	18,181		
Miscellaneous	7,780	181,061	14,452	443	7,425	7,379		229,634	309,500	194,848			
Tuition	187,054	158,913	443	10,435	211,224	175	3,780	1,531,881	1,554,358	1,674,433			
Other	29,094	10,987	1,950	20,077	8,835	1,873	113,566	1,878	181,641	212,748	126,737		
	119,140	1,029,179	684,025	409,679	27,025	214,476	113,989	80,573	1,693,716	2,584,315	2,599,486		
Total revenue	2,214,441	101,028	876,625	1,029,817	310,054	214,476	124,277	357,071	8,708,521	8,315,900	8,292,372		
Total expenses (Schedule 2)	1,036,766	2,631,006	130,854	140,499	161,412	211,216	241,551	442,296	8,587,810	8,315,046	8,285,518		
Excess (deficiency) of revenue over expenses	\$ 1,178,675	\$ 569,952	\$ 149,761	\$ 369,118	\$ 148,622	\$ 16,740	\$ 82,726	\$ 184,665	\$ 120,711	\$ 179,146	\$ 264,054		

See accompanying notes to the financial statements.

*Schedule of Operating Fund Revenues by Function
For Year Ended June 30, 2008*

Parkland Regional College
Schedule of Operating Fund Expenses by Function
 for the year ended June 30, 2008

	2008						2009		Budget (Note 9)		2007
	General		Skills Training		Basic Education		University		Services		
	Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	Total	Total	Total	
Agency contracts	\$ 87,397	\$ 912,063	\$ 425,646	\$ 2,165	\$ 8,177	\$ 226,528	\$ 35,000	\$ 1,608,578	\$ 1,549,936	\$ 1,719,456	
Equipment	284,561	51,699	2,120	51	1			17,187		182,083	155,722
Facilities	24,269	18,034		4,640	2,729				4,984	350,733	178,999
Information technology	494,130	357,715	48,036	35,916	21,999	4,651	10,975	44,826	47,005	57,110	32,227
Operating (Schedule 3)	2,528,349	1,114,328	55,020	860,145	128,457	1,042	178,409	392,426	5,386,165	916,624	924,689
Personal services	\$ 1,508,706	\$ 2,531,306	\$ 530,864	\$ 940,409	\$ 161,432	\$ 211,216	\$ 241,551	\$ 442,236	\$ 8,587,810	\$ 8,115,046	\$ 8,026,518
	\$ 1,062,170		\$ 1,101,931		\$ 683,787						

See accompanying notes to the financial statements.

Schedule of Operating Fund Expenses by Function
For Year Ended June 30, 2008

Parkland Regional College
Schedule of Operating Expenses
for the year ended June 30, 2008

	2008	Budget	2007
	Total	(Note 9)	Total
Advertising	\$ 144,576	\$ 61,850	\$ 80,416
Association fees and dues	14,834	17,600	13,365
Bad debts	3,012	3,000	7,606
Financial services	15,519	8,000	11,813
In-service	17,416	69,311	39,831
Insurance	23,667	19,824	21,982
Materials and supplies	254,924	268,350	280,707
Postage, freight and courier	18,715	15,059	17,769
Printing and copying	19,955	25,150	17,434
Professional services	51,480	170,432	38,289
Resale items	189,537	24,700	181,940
Subscriptions	778	300	144
Telephone and fax	66,516	59,020	58,553
Travel	190,318	174,028	154,820
	<hr/> <u>\$ 1,011,247</u>	<hr/> <u>\$ 916,624</u>	<hr/> <u>\$ 924,669</u>

See accompanying notes to the financial statements.

ACCC: Association of Canadian Community Colleges

AE&E: Advanced Education and Employment

ASRC: Association of Saskatchewan Regional Colleges

Casual Student: A participant taking courses, within a program group, that collectively total less than 30 hours. (Applies to Skills Training only.)

CEO: Chief Executive Officer

CISCO: CISCO Networking Academy

Completer: Any participant who has successfully completed course requirements or remained to the end of the program.

EAPD: Employability Assistance for People with Disabilities

Distinct Student: An individual participating, over an identified period of time, in one or more program groups offered by the College.

ESL: English as a Second Language

FASD: Fetal Alcohol Spectrum Disorder

FLE: Full Load Equivalent - The total participant hours divided by the accepted full load equivalent factor for a program group.

FTE: Full Time Equivalent.

Full-Time Student: Total number of students who are taking courses (within the program group) that collectively require a minimum average of 18 hours of scheduled class time per week for a program session with a minimum duration period of 12 weeks (both conditions need to be true). There are two exceptions:
(a) Apprenticeship and Trade: a complete level (depending on the trade) is required; and
(b) University courses: 234 hours (6 courses @ 39 hours) of scheduled class time for the academic year.

GED: General Educational Development

Graduates: Any participant who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution.

iSchool: A centralized bank of on-line classes at the 10, 20, and 30 level.

LCD: Liquid Crystal Display

LINC: Language Instruction for Newcomers to Canada

OCSM: One Client Service Model (Student Information System database)

Opportunities: One enrollment in any course or program

Participant Hours: The total time (in hours) that a student is actively involved in a program (courses) session.

Part-time Student: The number of students who are taking courses (within a program group) that collectively require less than an average of 18 hours of scheduled class time per week for a minimum duration period of less than 12 weeks but equal to or more than 30 hours in total.
Exceptions: University courses: less than 234 hours (6 courses at 39 hours) of scheduled class time for the academic year.

Program Delivery Centre: An established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the College region.

Program Group: A combination of SIS 'Program Area', Program Type or Program Category identified for the specific purpose of reporting student enrollments.

Program Groups for reporting to Advanced Education and Employment are:

- Skills Training - Institute Credit (SIAST)
- Skills Training - Institute Credit (Other Suppliers)
- Skills Training - Apprenticeship & Trade
- Skills Training - Industry Credit
- Skills Training - Non-Credit (Includes Industry Non-Credit, Community/Individual Non-Credit, and Personal Interest Non-Credit)
- Basic Education - Credit Adult 12
- Basic Education - Credit Adult 10
- Basic Education - Credit Academic GED
- Basic Education - Non-Credit Employability/Life Skills
- Basic Education - Non-Credit English Language Training
- Basic Education - Non-Credit General Academic Studies
- Basic Education - Non-Credit Literacy
- University

PTA: Provincial Training Allowance

RPL: Recognition of Prior Learning

SCN: Saskatchewan Communications Network

SGEU: Saskatchewan Government and General Employees Union

SIAST: Saskatchewan Institute of Applied Science and Technology

SIIT: Saskatchewan Indian Institute of Technologies

STEC: Saskatchewan Tourism Education Council

Student Enrollment: Student(s) enrolled in program(s) or course(s) that are part of a specific Program Group.



418 Main Street
Canora, SK S0A 0L0
Tel: 306.563.6808



501 Kennedy Drive
Esterhazy, SK S0A 0X0
Tel: 306.745.2878



740 Sioux Avenue
Fort Qu'Appelle, SK S0G 1S0
Tel: 306.332.5416



200 Block - 9th Avenue E.
Melville, SK S0A 2P0
Tel: 306.728.4471



200 Prystai Way
Yorkton, SK S3N 4G4
Tel: 306.783.6566

www.parklandcollege.sk.ca
Toll Free: 1.866.783.6766